

March - Lesson Plan Grades K-I

EAT SMART. PLAY HARD.



Objectives

Learn why breakfast is important.

Learn how to make healthful choices for breakfast.

Supplies Needed

March

Pick a **better** snack™ &
ACT Bingo Card

Kindergarten – “Power Up with
Breakfast Items” Worksheet

1st Grade – “Power Up with
Breakfast Ideas” Worksheet

Note to Teachers

In the fall lessons, Pick a **better** snack™ the Color Way was the key message. For the winter lessons, MyPyramid was the key message. For the months of March through May, the focus will be on the Eat Smart. Play Hard.™ campaign, as well as the Pick a **better** snack™ and **Act** fruit, vegetable and physical activity lessons.

The Eat Smart. Play Hard.™ campaign was developed by Food and Nutrition Services of the United States Department of Agriculture. Eat Smart. Play Hard.™ is about making America's children healthier. It offers practical suggestions that will help motivate children and their caregivers to eat healthy and be active. The Eat Smart. Play Hard.™ campaign messages and materials are fun for children and informative for caregivers.

The Power Panther™ is the spokes-character for the Eat Smart. Play Hard.™ campaign. The Power Panther™ is proud to be very fast and physically fit. He can jump as high and as long as a tractor-trailer and can climb the tallest trees. He's also a great swimmer and hiker. The Power Panther™ loves to walk, run or bike most days of the week. He can cover 20 miles a day!

Because the Power Panther™ plays hard everyday, he needs to keep his energy level up. He eats smart and uses MyPyramid as a guide. The Power Panther™ eats a variety of fruits, vegetables, and whole grain foods. He hopes boys and girls everywhere will make healthy food choices and be physically active! (Adapted from www.fns.usda.gov)

The focus of Eat Smart. Play Hard.™ will change each month.

March	Power Up With Breakfast
April	Pack up Your Snacks and Go
May	Move More. Sit Less. And Balance Your Day.

Background - Power Up With Breakfast

Breakfast “breaks the fast” from sleeping overnight.

Everyone needs a healthy breakfast to provide adequate energy and nutrients. Breakfast provides nutrients children

need to grow and develop. Breakfast should supply one-fourth of the total nutrition requirements for the day.

Children do better in school and are more alert when they eat breakfast. It lets children be more creative and perform better with increased attention span and memory.

Children feel good and complain less of headaches and stomachaches from being hungry. Children who eat breakfast miss fewer days of school and are late less often.

Sometimes children don't eat breakfast if they sleep too late or they think it's a way to eat less. Children who **don't** eat breakfast tend to eat more calories in a day.

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.fruitsandveggiesmorematters.org
www.mypyramid.gov/kids/index.html
www.fns.usda.gov/eatsmartplayhard
(For a downloadable breakfast poster, go to Power Pac, and then to posters.)

Do the Activity: Kindergarten

Distribute the "Power Up With Breakfast Items" activity sheet. Review the pictures of breakfast foods with the students. Encourage children to draw a circle around 5 of their favorite breakfast items.

1st Grade

Hand out the "My Favorite Power Up Breakfast" worksheet to each student. Have the students draw breakfast items for a school day and a stay at home day.

Talk It Over: Kindergarten

Discuss other breakfast options. Include non-traditional breakfast foods.

Rice pudding using leftover rice, low-fat yogurt, dried fruit, nuts, and cinnamon.

Pita pizza – fill pita bread with low-fat cheese, cooked lean meat, and vegetables and heat in microwave.

Egg burrito – fill a soft flour tortilla with scrambled eggs, boiled potato, refried beans, or salsa.

Sandwich roll-up – try peanut butter and banana on a flour tortilla.

Fruit salad – mix fruit with yogurt or cottage cheese.

Hot fruit – top canned or fresh fruit with brown sugar and nuts and heat in oven or microwave.

Banana dog – peanut butter, a banana, and raisins in a

long, whole grain bun.

Leftovers – macaroni and cheese with juice, slice of pizza, etc.)

1st Grade

Discuss other breakfast options. Include non-traditional breakfast foods. (*Breakfast ideas listed above in kindergarten portion of Talk It Over.*)

Apply:

As a class, create “Power Breakfasts” by including foods from at least 3 of the food groups. (*Examples: Cereal, milk, and orange juice. Toast, peanut butter, and bananas. Eggs, milk, and fruit. Celery, peanut butter, and raisins. Oatmeal, raisins, and milk.*)

Start an Eat Smart. Play Hard. TM Breakfast Club that encourages kids to 1) Eat a smart breakfast, and 2) Play hard at recess. Reward children who join the club with an Eat Smart. Play Hard. sticker, tattoo, etc. (Ask your BASICS project director or Iowans Fit for Life staff for availability.)

Review the March Pick a **better** snackTM & **Act** Bingo cards. Discuss the featured fruits and vegetables. (*Raisins, celery, cabbage, cauliflower*)

Remind the students that when they eat one of these foods, or do one of the activities in the pictures, they can put an “X” through it.

On the back of the Pick a **better** snackTM & **Act** Bingo card for each month, there is information for parents and/or grandparents. Encourage students to take the Bingo card home and ask their family members to pick out a snack idea to try at home. Remind the students that the back of the card has information about snacks for March.

Extended Activities



Art, Music & PE

Use dry cereal and art supplies to create a picture of favorite breakfast meals. (*markers/paints and crayons to draw, glue to stick the cereal to the paper, etc.*)



Language Arts & Reading

Make a class book with the completed art project. Read it to the class when finished.



Math

Count how many students had fruit for breakfast. Encourage them to remember fruit juice!



Science & Health

“Explore Milk” as shown on page 56 of the Iowa Department of Education’s ***Exploring Foods*** workbook attached to this lesson.



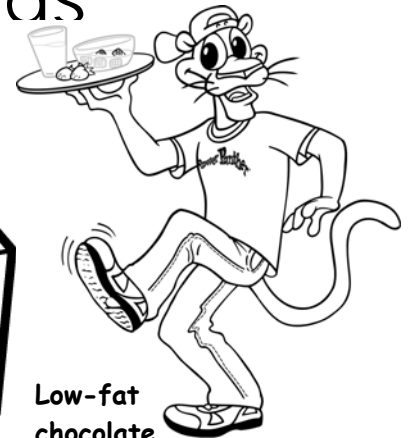
Social Studies

As a class, discover what children in 1906 ate for breakfast,

POWER-UP

With Breakfast Foods

Draw a circle around 5 pictures of foods you like to eat for breakfast.



Bagel with low-fat
cream cheese



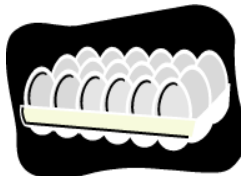
Cereal



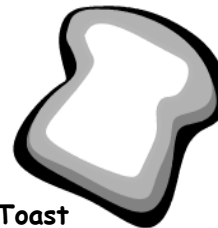
Low-fat
chocolate
milk



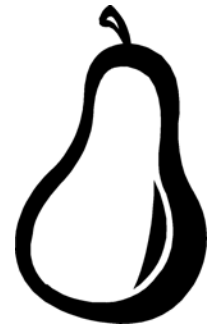
Yogurt



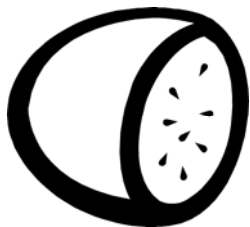
Eggs



Toast



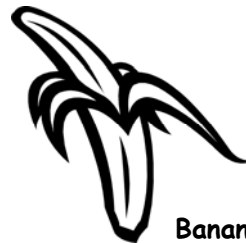
Pear



Watermelon



Oatmeal



Banana



Grapes



Juice



Pineapple

My Favorite Power-Up Breakfast



Bagel with
low-fat
cream cheese



Pear



Yogurt



Cereal



Low-fat
chocolate milk



Toast



Banana



Watermelon



Oatmeal



Grapes



Eggs



Juice



Pineapple

Draw a favorite breakfast for a school day here.

Draw a favorite breakfast for a stay at home day here.



EXPLORING MILK

EQUIPMENT

1 clear cup or glass
Small cups
Napkins
A small pan
Plastic knives

INGREDIENTS

Whole milk, buttermilk or skim milk in container from the store.
Allow ½ cup for each child.



Display milk in its container. Pour milk into a clear container.

- What color is the milk?
Is it white like mashed potatoes? Brown like toast? Is it the color of the sky today?
- What shape is milk?
What happens when the milk is poured into a pan? What happens when it is poured into a glass?
- Can you cut milk?
- What does the glass look like when you pour the milk out?



Pour about one (1) tablespoon of milk into each child's cup.

- What does milk feel like?
Is it thick like tomato juice? Thin like grape juice?

Have a cup or carton of milk for the children to pick up.

- Is the milk in the cup as heavy as the carton of milk? Which is heavier?



- How does the milk smell?
Does it smell like an apple? Does it smell like water? Does it smell like cheese? Does it smell good?



Pour some milk from one container to another.

- What sound does it make?



Empty each child's cup and pour them some more milk.

- How does the milk taste?
Is it sweet like orange juice? Is it tart like grapefruit juice?
- Does the milk make your tongue feel cold?
- Can you feel the milk go down to your stomach?
- How does it feel on your tongue?
Smooth like pudding? Sticky like peanut butter?
- Did you make a noise when you drank the milk?
- Can you drink milk without making a sound?



PHYSICAL ACTIVITY



Objectives

Know that warming up is an important part of physical activity.

Learn easy ways to stretch to reduce the risk of injury.

Supplies Needed

March

Pick a **better** snack™ & **ACT** bingo card

Spaghetti noodles – cooked & uncooked

Background

Physical activity is important to keep the heart and other muscles strong. Physical fitness has several components such as cardiorespiratory, strength and flexibility. In February the students learned about the importance of increasing the heart rate to have a strong cardiovascular system. In March the focus will be on increasing flexibility and the importance of warming up prior to being active.

It is equally important to have strong muscles that can work forcefully over a period of time and be flexible enough to have a full range of motion at the joint. Flexibility is the ability to move a joint through its complete range of motion. Injuries are often the result of muscle imbalance at a specific joint; the muscles on one side may be much stronger than the opposing muscles or the muscles may not be flexible enough to allow complete motion or to let sudden motion occur. *(Fitnessgram)*

When you begin to exercise, your cardiovascular and muscular systems are stimulated. Muscles contract and, to meet their increasing demands for oxygen, heart rate, blood flow, cardiac output and breathing rate increase. Blood moves faster through arteries and veins, and is gradually routed to working muscles. Blood temperature rises and oxygen is released more quickly, raising the temperature of the muscles.

A gradual warm-up does the following:

- Leads to efficient calorie burning by increasing core body temperature
- Produces faster, more forceful muscle contractions
- Enables the body to deliver oxygen to the working muscles more quickly
- Prevents injuries by improving the elasticity of muscles
- Allows activity to be comfortable longer because all energy systems are able to adjust to exercise, preventing the buildup of lactic acid (“the burn” you feel in your muscles) in the blood
- Improves joint range of motion

The warm-up should consist of two phases: 1) progressive aerobic activity that utilizes the muscles you will be using during activity, and 2) flexibility exercises. Choose a warm-up activity that allows gradual transitioning into activity. A basic guideline is to work at a level that produces a small amount of perspiration, but doesn't leave you feeling fatigued.

After the aerobic warm-up activity, flexibility/stretching should be incorporated. Stretching muscles after warming them up with low-intensity aerobic activity will produce a better stretch. The rise in muscle temperature and circulation increases muscle elasticity, making it more pliable. Be sure to choose flexibility exercises that stretch the primary muscles you will be using during your workout.

Web Site Resources

www.idph.state.ia.us/pickabettersnack
www.mypyramid.gov/kids/index.html

Do the Activity:

Begin by explaining to students the benefits and importance of warming up and stretching. Have they ever done so before? Most likely they have previously discussed and participated in a warm up and stretching in physical education class. Do they know what flexibility is? (It may be appropriate to ask the physical education instructor to make a guest appearance for this lesson, or to provide any insight or technical assistance.)

Show the students a bowl of uncooked spaghetti noodles. Have the students feel the hard noodles, and how they break if bent. This is similar to muscles that have not warmed up. Then show the students a bowl of cooked spaghetti noodles. Have the students feel how easily they bend and move. These noodles are similar to muscles that have warmed up.

Take the students through a mini warm-up. Have them march at their desks, walk around the room or their desks for a few minutes. Then **slowly** lead them in some child friendly warm-ups and stretches.

- Half-Neck Circles - Smoothly and slowly roll your head to the left, back to the front, then to the right. Repeat 10 times. (**Do not** let students roll their necks back on their spines.)
- Shoulder Shrugs - With arms at side, alternate lifting shoulders to the ears and then dropping them as low as possible. Do one shoulder at a time and repeat with the other shoulder. Repeat 10 times with each shoulder.

- Arm Circles - Stand with feet comfortably apart, arms held up and out stiffly to the sides. Circle arms forward and backwards, making small and large circles. Keep elbows locked as this allows the muscles to work more. Repeat several times.
- Side Bends - With left hand on waist and right hand overhead, bend to the left. Hold for 5 seconds. Repeat with the other side. Repeat five times with each side.

Talk It Over:

Ask the students:

What muscles did you warm up and stretch out today?

Why is it important to warm-up muscles before stretching or doing a lot of activity?

Why is stretching important for our muscles?

Note: March lessons also include Power Panther, Eat Smart and Play Hard messages. The Power Panther is very flexible and uses his flexibility to help him jump high, run fast and play hard.

Apply:

What are some other ways you can be active? *walk to school rather than ride in a car, play outside after school, move more at recess, ride your bike to a friends house*

Are there some things you could do with your family to encourage everyone to be more active? *go on family walks, play outside together, go roller skating or bowling together*

What are the activities on the March bingo card?

- Slide
- Ride
- Play
- Run
- Skate
- Stretch
- Catch
- Dance
- Walk
- Jump

Discuss the activities with the students. Are there any activities that may be more challenging than others? What are some simple solutions for this? **Remind students to be**

creative with the bingo card. For example, skate can be ice skates, roller skates, rollerblades, or a skateboard. Or encourage the students to think of other ways they can “skate.”

*Source: American Council on Exercise and
FITNESSGRAM/ACTIVITYGRAM*